



HARLEYVILLE-RIDGEVILLE ELEMENTARY

1650 East Main Street
Dorchester, SC 29437

Grades	PK-5 Elementary School	
Enrollment	444 Students	
Principal	Dr. Morris Ravenell	843-462-7671
Superintendent	Mr. Jerry G. Montjoy	843-563-4535
Board Chair	Mrs. Cheryl Mushrush	(843) 563-4640

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

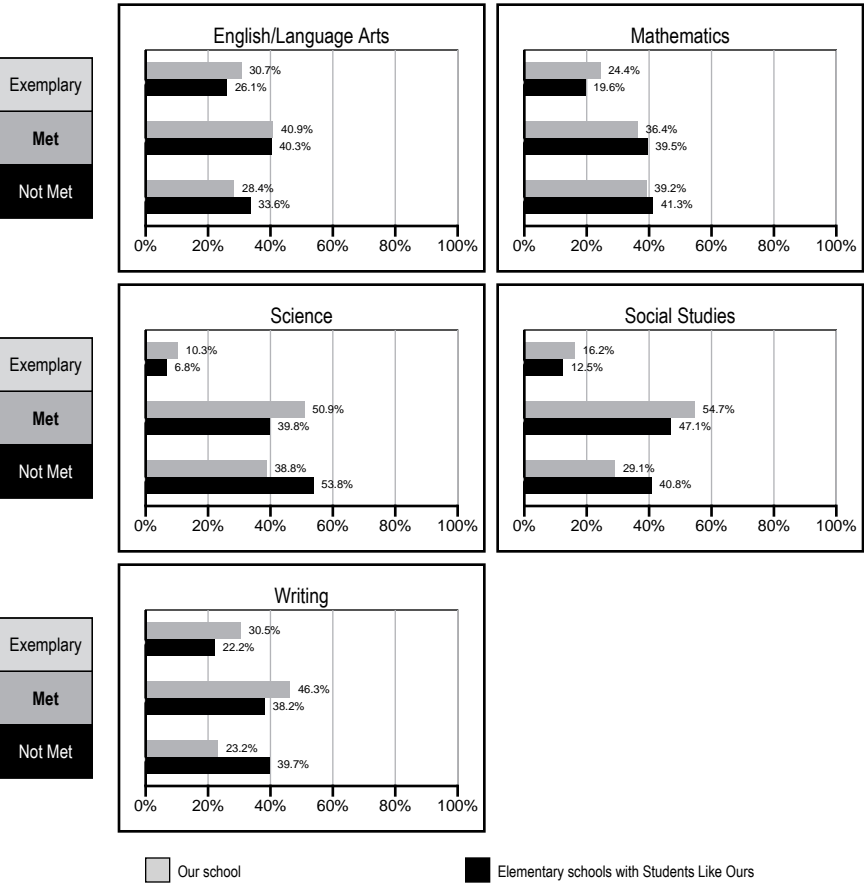
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	99	54	22

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=444)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 3.9%	1.5%	1.2%
Attendance rate	94.6%	Down from 94.7%	95.8%	96.1%
Eligible for gifted and talented	2.4%	Up from 0.0%	4.9%	11.7%
With disabilities other than speech	8.8%	Up from 7.3%	8.5%	8.0%
Older than usual for grade	1.5%	Down from 1.7%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Down from 69.4%	59.0%	60.5%
Continuing contract teachers	97.1%	Up from 80.6%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.6%	Up from 85.4%	84.6%	87.0%
Teacher attendance rate	92.9%	Down from 94.2%	95.3%	95.4%
Average teacher salary*	\$48,388	Up 0.3%	\$45,280	\$47,288
Professional development days/teacher	8.9 days	Down from 11.5 days	10.6 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	Up from 15.8 to 1	17.5 to 1	19.2 to 1
Prime instructional time	86.4%	Down from 87.2%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,430	Up 7.0%	\$8,383	\$7,548
Percent of expenditures for instruction**	68.2%	Up from 65.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	63.8%	Up from 61.0%	62.9%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The faculty and staff at Harleyville-Ridgeville Elementary, along with the School Improvement Council, have concentrated their efforts to ensure each student gets the most from their educational experiences. Initiatives have been implemented that focus on the child as an individual learner.

Some initiatives that we have put in place for the past school year include: Response to Intervention Groups, an After-School Homework Center, a Writing Specialist for grades four and five, several Computer Assisted Intervention Programs, and Reading and Math Intervention Groups.

The results from the 2009 PASS indicate that we need to focus on math and social studies in grades three through five. Our science scores are also in need of improvement in grades three and four. We will continue to use the State Support Documents along with staff development to address these needs.

We will also continue to use results from our assessments to address individual, class, and grade-level student needs. Grade-level teams meet weekly to discuss areas of concern. We also administer the MAP assessment three times per year to gauge our students' progress and re-adjust our instructional focus, if necessary.

We are proud of the improvements that our children are making academically and socially. As a school community, we continue to encourage character development as well as academic excellence. Our parents and the community have been very supportive of our efforts, and we try to keep them involved in the educational process.

We believe with support and high expectations, our children will continue to make the necessary improvements to be good students and citizens.

Harriett Ramsey, SIC Chair
Morris Ravenell, Ed.D, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	54	41
Percent satisfied with learning environment	73.5%	74.1%	71.8%
Percent satisfied with social and physical environment	88.2%	75.9%	77.5%
Percent satisfied with school-home relations	41.2%	79.6%	76.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	195	99.5	28.2	40.3	31.5	85.1	78	83.5	Yes	Yes
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Gender

Male	100	99	25	41.3	33.7	87	74.5	80.1	N/A	N/A
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Female	95	100	31.5	39.3	29.2	83.1	81.7	87	N/A	N/A
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Racial/Ethnic Group

White	50	100	27.7	34	38.3	89.4	86.3	89.6	Yes	Yes
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African American	128	99.2	29.7	44.9	25.4	83.9	73.3	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	100	79.6	I/S	I/S
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American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	57.9	85.1	I/S	I/S
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Disability Status

Disabled	32	96.9	55.2	34.5	10.3	65.5	44.3	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	92.9	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	168	99.4	30.2	41.5	28.3	83.6	75.8	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	195	99.5	38.7	37	24.3	78.5	74	80.4	Yes	Yes
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Gender

Male	100	99	37	31.5	31.5	78.3	70.5	78.4	N/A	N/A
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Female	95	100	40.4	42.7	16.9	78.7	77.8	82.5	N/A	N/A
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Racial/Ethnic Group

White	50	100	29.8	38.3	31.9	78.7	84	87.8	Yes	Yes
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African American	128	99.2	44.1	36.4	19.5	78	68	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	90.5	78.3	I/S	I/S
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American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	68.4	83.2	I/S	I/S
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Disability Status

Disabled	32	96.9	51.7	44.8	3.4	55.2	39.3	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	92.9	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	168	99.4	39.6	38.4	22	78.6	71.7	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	128	99.2	38.1	50.8	11	61.9	58.5	67.3
Gender								
Male	64	98.4	29.8	56.1	14	70.2	57.6	66.9
Female	64	100	45.9	45.9	8.2	54.1	59.5	67.7
Racial/Ethnic Group								
White	31	100	34.5	55.2	10.3	65.5	77.5	79.6
African American	87	98.9	42.5	50	7.5	57.5	47.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	91.7	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	50	69.5
Disability Status								
Disabled	18	94.4	66.7	26.7	6.7	33.3	30.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	111	99.1	37.1	51.4	11.4	62.9	55.3	55.4

Social Studies

All Students	131	99.2	29.4	53.8	16.8	70.6	71.4	70.9
Gender								
Male	69	98.6	23.8	55.6	20.6	76.2	71.7	70.1
Female	62	100	35.7	51.8	12.5	64.3	71	71.7
Racial/Ethnic Group								
White	36	100	24.2	51.5	24.2	75.8	81	79.2
African American	83	98.8	32.4	56.8	10.8	67.6	66.6	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	41.7	71.2
Disability Status								
Disabled	22	95.5	40	45	15	60	43.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	110	99.1	31.1	55.3	13.6	68.9	68	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	194	97.4	23.2	46.3	30.5	76.8	67.9	72.1	94.6	94.6
Gender										
Male	99	96	26.7	48.9	24.4	73.3	60.5	65.2	94.6	94.6
Female	95	99	19.5	43.7	36.8	80.5	75.9	79.2	94.6	94.7
Racial/Ethnic Group										
White	49	100	29.8	40.4	29.8	70.2	77.2	80.8	93.2	93.2
African American	129	96.9	21.6	50	28.4	78.4	61.8	59.7	95.2	95.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.2	97
Hispanic	9	I/S	I/S	I/S	I/S	I/S	90.5	64.6	97.5	96.2
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	64.7	73.4	91.8	93.7
Disability Status										
Disabled	28	82.1	N/AV	N/AV	N/AV	43.5	24.3	27.7	92.3	92.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	92.9	63.7	97.7	97.9
Socio-Economic Status										
Subsidized meals	169	97	23.9	45.8	30.3	76.1	64.4	61.9	94.4	94.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	63	100	23	41	36.1	77
	4	60	100	32.1	51.8	16.1	67.9
	5	77	98.7	23.2	47.8	29	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	98.6	24.6	40	35.4	75.4
	4	64	100	31.6	36.8	31.6	68.4
	5	60	100	27.6	44.8	27.6	72.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	63	100	32.8	49.2	18	67.2
	4	60	100	37.5	44.6	17.9	62.5
	5	77	98.7	33.3	53.6	13	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	98.6	32.3	38.5	29.2	67.7
	4	64	100	31.6	42.1	26.3	68.4
	5	60	100	51.7	31	17.2	48.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	32	100	40	46.7	13.3	60
	4	60	100	41.1	55.4	3.6	58.9
	5	41	97.6	24.3	54.1	21.6	75.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	33	97	58.1	32.3	9.7	41.9
	4	64	100	26.3	63.2	10.5	73.7
	5	31	100	40	46.7	13.3	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	31	100	25.8	41.9	32.3	74.2
	4	60	100	33.9	58.9	7.1	66.1
	5	39	100	38.9	33.3	27.8	61.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	36	100	21.2	54.5	24.2	78.8
	4	64	100	21.1	63.2	15.8	78.9
	5	30	96.7	53.6	35.7	10.7	46.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	62	100	26.2	39.3	34.4	73.8
	4	60	98.3	26.8	42.9	30.4	73.2
	5	76	92.1	24.6	32.3	43.1	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	71	97.2	21.5	47.7	30.8	78.5
	4	63	100	29.8	43.9	26.3	70.2
	5	60	95	18.2	47.3	34.5	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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